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Remarks: <p style="text-align: center;">A few basic questions which ought to be raised re Career Training Program. These compiled at the request of DTR.</p>					
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12 May 1969

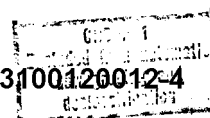
The Career Training Program -- What Purpose?

A. Basic Concept. There is no longer a basic, uniformly understood concept for the Career Training Program operating within the Agency. Significant numbers of officers at all levels and in all components look upon the Program variously to serve at least the following purposes:

1. to provide carefully selected, trained, and assigned young professional officers of top talent for career job and leadership development (a legacy of the old JOT Program);
2. to be a source of young officers for the bulk of junior professional positions;
3. to serve as an employee pool from which to satisfy "crash" personnel requirements without regard to long-term career considerations;
4. to provide status and training to young professionals and semi-professionals who have performed their jobs well and who plan to stay in the Agency;
5. to provide an administrative mechanism to rechannel young employees from one component to another or to afford staff status to contract personnel who have served the Agency well.

The conflict and controversy which surround the Program derive primarily from essential disagreement about its purpose. This disagreement has proliferated in the many years since there has been an unequivocal statement of the Program's objectives, enunciated and effected at all levels of managerial responsibility.

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B. Selection Criteria. The criteria depend largely on the purpose(s) to be served by the Program.

1. Is emphasis to be placed on native qualifications of personality, intellectual ability, attitude, motivation, temperament, personal adaptability, leadership qualities, and versatility?
2. If so, what steps is the Agency prepared to take to qualify trainees in this category for jobs which require specialized knowledge?
3. Should selection emphasis be placed on qualifications and experience as they relate to specific jobs in the Agency?
4. Taking a hard look at functional jobs in the Agency, which ones require a degree of specialization that must, or should, be obtained prior to an individual's being hired?
5. Conversely, what categories of junior professional jobs can be filled satisfactorily, if not preferentially, by talented, versatile young officers?

C. Pay and Advancement.

The Program is being squeezed increasingly by rapidly rising starting salaries in private industry and elsewhere in Government, by a slower internal advancement rate, and by a tendency among interested young people to look upon the Agency as just another organization which must offer competitive emoluments in terms of remuneration and job responsibility.

1. Depending again on the purpose of the Program, is it feasible to establish a single starting grade, e.g., GS-10, for trainees enrolled?

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2. Are Directorates willing to accept Career Trainees at the GS-11 level following successful completion of formal training?

3. Should a more flexible appointment and promotion schedule be retained? (Note that the Civil Service's Management Intern Program appoints young officers at the GS-09 level, promotes to GS-11 in one year, to GS-12 the second year, and to GS-13 a year and one-half later; the AID Intern Program appoints at a grade slightly below GS-09/1 and within two years promotes those enrolled to slightly below GS-12/1).

4. What capability, if any, does the Agency have or wish to exercise for promoting especially promising young professionals ahead of officers with average records?

5. Is it possible to pay Career Trainee candidates higher entrance salaries without involving higher grades? (When Directorates speak of being unable to accept trainees above certain grades they are speaking only of the grade and the responsibilities implicit at that grade. Trainee candidates on the other hand are not thinking of grade or responsibility, but only of salary level.)

D. Training. There is a serious and costly contradiction in our present training efforts. Established in 1958, the "Integrated Training Program" in its early phases is highly exploratory for both trainee and Agency. It allows the trainee's strengths and weaknesses to be demonstrated in a series of training exercises conducted in several courses during the first 12 weeks; similarly, it allows the trainee to learn more about the Agency and his own interests in it. The object was and is to reach a mutually satisfactory decision about the Directorate to which he is to be assigned.

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This approach is anachronistic when, with specific job requirements now levied on the CT Program, a CT's assignment to a particular Directorate generally is decided at the time of selection.

Moreover, if current developments in Government and industry are any criterion, our present long-term training cycle is counter to their relatively greater emphasis on on-the-job training.

1. Should there continue to be a heavy dose of initial training in the Program?
2. If not, which elements should be stressed during initial training?
3. Is it feasible to establish longer-range training plans for individuals, providing training by stages in direct relation to a specific job or projected assignment?
4. Should all trainees assigned to a given Directorate receive essentially the same training package?

E. Size of the Program. - depends primarily on the Program's purpose.

1. If Program emphasis is to be placed on the selection of high quality, versatile generalists, how many CT's can each Directorate realistically absorb annually in terms of job challenge and advancement opportunities?
2. If trainees are to be selected on the basis of pre-determination of Directorate or job assignment, how large a mix of different backgrounds can the training function tolerate in any given course?

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3. Is it possible to establish for the Program a stable size which serves the Agency's needs for trainees but which is sufficiently small to be relatively insulated against dramatic changes induced by manpower/budgetary expansions and contractions?

F. Managerial Considerations

1. Under whose jurisdiction should the Program be placed?
2. Recognizing that recent studies have been most critical of the post-training management of trainees, should the Program have any management responsibilities for trainees once they have been assigned to operating components? This question would be of major importance in any case, but especially so if the training package is to be phased over a longer period of time than at present.

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